

## NCEA Agribusiness Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

### General Guidance

Students may need access to digital devices and internet to upload video evidence to a platform for assessors.

Standards that require collaboration and/or communication with stakeholders can be completed via remote learning. This work can be managed using digital platforms.

Options for alternative modes of assessment can be provided for students to promote innovation, inclusivity and equity. For example, evidence can be collected via oral, photographic, video, digital and written means.

Requirements for digital devices and the internet need to be taken into account when programme planning.

[Authenticity](#) of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

Assessors need to ensure that the student's evidence represents the student's own work. For example, the assessor could check progress using set milestones and verbal conferencing with the student during the assessment period, or a student could use a journal or photographic entries to record progress. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.

# Agribusiness Matrix

**COLOUR KEY:** A colour-coding system to categorise standards according to the advice in this document.

**Green:** These standards are suitable for remote teaching, learning and assessment.

**Blue:** Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).

**Orange:** These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.

**Red:** These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

<b>AS 91865</b>	<b>2.7</b>	<b>AS 91385</b>	<b>3.7</b>
Internal (3 credits)		Internal (4 credits)	
<b>Demonstrate understanding of future proofing influences that affect business viability</b>		<b>Investigate the exporting potential of a New Zealand business in a market, with consultation</b>	
This standard is suitable for remote learning and assessment.		This standard is suitable for remote learning and assessment.	
A range of sources can be used.		A range of sources can be used.	
The evidence can be presented using any mode that clearly communicates the student's understanding.		The evidence can be presented using any mode that clearly communicates the student's understanding.	
Authenticity will need to be managed, as explained in the general guidance section above.		Authenticity will need to be managed, as explained in the general guidance section above.	
Further support can be found in the sample assessment resources and Conditions of Assessment on TKI, and in the clarifications and exemplar documents on the Agribusiness page on the NZQA website.		Further support can be found in the sample assessment resources and Conditions of Assessment on TKI, and in the clarifications and exemplar documents on the Agribusiness page on the NZQA website.	

<p><b>AS 91866</b> <span style="float: right;"><b>2.8</b></span></p> <p>Internal (4 credits)</p> <p><b>Conduct an inquiry into the use of organisms to meet future needs</b></p> <p>This standard could be assessed when students return to school and can work collaboratively with each other and outside providers/organisations.</p>		<p><b>AS 91869</b> <span style="float: right;"><b>3.8</b></span></p> <p>Internal (4 credits)</p> <p><b>Analyse future proofing strategies to ensure long term viability of a business</b></p> <p>This standard is suitable for remote learning and assessment.</p> <p>A range of sources can be used.</p> <p>The evidence can be presented using any mode that clearly communicates the student’s understanding.</p> <p>Authenticity will need to be managed, as explained in the general guidance section above.</p> <p>Further support can be found in the sample assessment resources and Conditions of Assessment on TKI, and in the clarifications and exemplar documents on the Agribusiness page on the NZQA website.</p>	

<b>AS 91867</b>	<b>2.9</b>	<b>AS 91870</b>	<b>3.9</b>
Internal (3 credits)		Internal (4 credits)	
<b>Demonstrate understanding of a primary industry business structure that best meets the strategic needs of a business</b>		<b>Analyse the effect of financing options of a strategic capital expenditure decision on a business</b>	
This standard is suitable for remote learning and assessment.		This standard is suitable for remote learning and assessment.	
A range of sources can be used.		Assessors can provide case studies.	
The evidence can be presented using any mode that clearly communicates the student's understanding.		A range of sources can be used. Current interest rates and loan information is easily accessible via the internet.	
Authenticity will need to be managed, as explained in the general guidance section above.		The evidence can be presented using any mode that clearly communicates the student's understanding.	
Further support can be found in the sample assessment resources and Conditions of Assessment on TKI, and in the clarifications and exemplar documents on the Agribusiness page on the NZQA website.		Authenticity will need to be managed, as explained in the general guidance section above.	
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<p><b>AS 91868</b></p> <p>Internal (4 credits)</p> <p><b>Demonstrate understanding of cash flow forecasting for a business</b></p> <p>This standard is suitable for remote learning and assessment.</p> <p>A range of sources can be used.</p> <p>The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>Authenticity will need to be managed, as explained in the general guidance section above.</p> <p>Further support can be found in the sample assessment resources and Conditions of Assessment on TKI, and in the clarifications and exemplar documents on the Agribusiness page on the NZQA website.</p>	<p><b>2.10</b></p>	<p><b>AS 91871</b></p> <p>Internal (4 credits)</p> <p><b>Analyse how a product meets market needs through innovation in the value chain</b></p> <p>This standard is suitable for remote learning and assessment, as a case study, videos, TED talks, etc., can be provided.</p> <p>A range of sources can be used.</p> <p>The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>Authenticity will need to be managed, as explained in the general guidance section above.</p> <p>Further support can be found in the sample assessment resources and Conditions of Assessment on TKI, and in the clarifications and exemplar documents on the Agribusiness page on the NZQA website.</p>	<p><b>3.10</b></p>